

# 2023 Annual Implementation Plan

## for improving student outcomes

Magpie Primary School (2271)



Submitted for review by Carly Middleton (School Principal) on 15 January, 2023 at 08:02 PM  
Endorsed by Anne Gawith (Senior Education Improvement Leader) on 20 February, 2023 at 02:23 PM  
Endorsed by Rose Ward (School Council President) on 16 March, 2023 at 09:58 AM

## Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Evolving
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Evolving
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

<b>Leadership</b>	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Evolving
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

<b>Engagement</b>	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Embedding
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

<b>Support</b>	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

<b>Enter your reflective comments</b>	<p>Engagement and Resources have been a focus in 2022, we will continue to monitor and strengthen these areas - particularly Student Voice and Agency. Clubs, lunch orders, Drumbeat and CAST programs were all successful across the year. As 2022 progressed, we were able to invite the community back into the school and plan to build the relationship between school and home further in 2023.</p> <p>The PMSS program has provided our numeracy specialist with a lot of knowledge to share with staff, and we will continue this focus in 2023, with more time to embed the instructional model and build teacher capacity and confidence in numeracy.</p>
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<b>Considerations for 2023</b>	<p>In 2023, we aim to further build on programs that support and reengage our students and families in learning. Assessment needs to be revised - using assessment purposefully; there are extra assessments happening across some rooms which tells us that the assessment schedule doesn't meet the needs of the teachers. This needs to be evaluated to ensure we are implementing the most useful assessments to assist teachers to make decisions and judgements accurately. Collaboration and culture continue to be a focus, sharing a vision of goals and values through changes. School values would be a great area to revisit and make them more student and family driven to become a living part of the school culture.</p>
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
<b>Target 1.1</b>	Support for the 2023 Priorities
<b>Key Improvement Strategy 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Key Improvement Strategy 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
<b>Goal 2</b>	Improve learning outcomes for all students
<b>Target 2.1</b>	NAPLAN increase the per cent in the top two bands in Year 5: <ul style="list-style-type: none"> <li>• reading from 8 per cent in 2019 to 25 per cent by 2023</li> <li>• writing from 0 per cent in 2019 to 25 per cent by 2023</li> <li>• numeracy from 0 per cent in 2019 to 25 per cent by 2023.</li> </ul>
<b>Target 2.2</b>	NAPLAN decrease the per cent of students in the bottom two bands in Year 5 in: <ul style="list-style-type: none"> <li>• reading from 42 per cent in 2019 to 25 per cent by 2023</li> <li>• writing from 58 per cent in 2019 to 25 per cent by 2023</li> <li>• numeracy from 33 per cent in 2019 to 25 per cent by 2023.</li> </ul>

<b>Target 2.3</b>	<p>NAPLAN benchmark growth increase the percentage of students at and above benchmark growth in:</p> <ul style="list-style-type: none"> <li>• reading from 30 per cent in 2019 to 75 per cent by 2023</li> <li>• writing from 0 per cent in 2019 to 75 per cent by 2023</li> <li>• numeracy from 50 per cent in 2019 to 75 per cent by 2023.</li> </ul>
<b>Target 2.4</b>	<p>Increase the per cent of P-6 students achieving at or above the expected level according to teacher judgment in:</p> <ul style="list-style-type: none"> <li>• reading and viewing from 85 per cent in 2019 to 90 per cent by 2023</li> <li>• writing from 84 per cent in 2019 to 90 per cent by 2023</li> <li>• number and algebra from 85 per cent in 2019 to 90 per cent by 2023.</li> </ul>
<b>Target 2.5</b>	<p>Staff Opinion Survey increase the per cent of positive endorsement in:</p> <ul style="list-style-type: none"> <li>• Academic emphasis from 54 per cent in 2019 to 75 per cent by 2023</li> <li>• Collective efficacy from 61 per cent in 2019 to 75 per cent by 2023</li> <li>• Guaranteed and viable curriculum from 42 per cent in 2019 to 75 per cent by 2023.</li> </ul>
<b>Key Improvement Strategy 2.a</b> Curriculum planning and assessment	Embed curriculum planning and implementation practices to engage and challenge all students
<b>Key Improvement Strategy 2.a</b> Curriculum planning and assessment	Embed curriculum planning and implementation practices to engage and challenge all students
<b>Key Improvement Strategy 2.b</b>	Implement a whole school, evidence based instructional model incorporating high impact teaching strategies underpinned by a pedagogical model

Curriculum planning and assessment	
<b>Key Improvement Strategy 2.c</b> Evaluating impact on learning	Develop the capacity of all teachers to regularly collect, analyse and evaluate student learning growth to inform teaching and learning
<b>Key Improvement Strategy 2.d</b> Building practice excellence	Enhance teacher practice through the implementation of Professional Learning Communities
<b>Key Improvement Strategy 2.e</b> Instructional and shared leadership	Develop the instructional leadership capacity within the school
<b>Goal 3</b>	Improve student engagement in learning
<b>Target 3.1</b>	Attendance –  Reduce the per cent of students with 20+ days absent from 37 in 2019 to 20 by 2023  Reduce average days absent per FTE from 20.1 in 2019 to 16 by 2023
<b>Target 3.2</b>	Staff Opinion Survey increase the per cent of positive endorsement in:  <ul style="list-style-type: none"> <li>● Parent and community involvement from 69 per cent in 2019 to 75 per cent by 2023</li> <li>● Trust in students and parents from 43 per cent in 2019 to 75 per cent by 2023.</li> </ul>
<b>Target 3.3</b>	Students Attitudes to School survey increase the per cent of positive endorsement in:  <ul style="list-style-type: none"> <li>● Stimulated learning from 70 per cent in 2019 to 80 per cent by 2023</li> <li>● Sense of confidence from 70 per cent in 2019 to 80 per cent by 2023</li> </ul>

	<ul style="list-style-type: none"> <li>• Student voice and agency from 65 per cent in 2019 to 80 per cent by 2023</li> <li>• Differentiated learning challenge from 77 per cent in 2019 to 80 per cent by 2023.</li> </ul>
<b>Target 3.4</b>	<p>Parent Opinion Survey increase the per cent of positive endorsement in:</p> <ul style="list-style-type: none"> <li>• Student motivation from 75 per cent in 2019 to 85 per cent by 2023</li> <li>• Parent participation and involvement from 75 per cent in 2019 to 85 per cent by 2023.</li> </ul>
<b>Key Improvement Strategy 3.a</b> Empowering students and building school pride	Improve student voice, agency and leadership
<b>Key Improvement Strategy 3.b</b> Vision, values and culture	Embed a culture of high expectations of learning effort and engagement for all students
<b>Key Improvement Strategy 3.c</b> Curriculum planning and assessment	Develop teacher capacity to scaffold and differentiate learning to enable students to achieve learning goals
<b>Key Improvement Strategy 3.d</b> Parents and carers as partners	Embed a culture of partnership with parents and carers to enhance student learning



## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p><b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>NAPLAN - Maintain the percentage of students in the TTB in Year 5 Numeracy at 30% in 2023- Increase percentage of students in the TTB in Year 3 in Numeracy from 23% to 30% in 2023 Teacher Judgement Increase the percentage of P-6 students achieving at or above the expected level according to teacher judgement in:- Number and algebra from from 73% to 80% by 2023 Attendance- Reduce the percentage of students with 20+ days absent from 48% to 30% by 2023- Reduce average days absent per FTE from 33.1 to 19 by 2023 Staff Opinion Survey Increase the percentage of positive endorsement in: - Parent and community involvement from 50% to 75% by 2023- Trust in students and parents from 37% to 50% by 2023 Students Attitudes to School Survey Increase the percentage of positive endorsement in: - Sense of confidence from 62% to 80% by 2023- Student voice and agency from 56% to 75% by 2023 Maintain the percentage of positive endorsement in: - Stimulated learning at 86% in 2023- Differentiated learning challenge at 84% in 2023 Parent Opinion Survey Increase the percentage of positive endorsement in: - Student motivation from 50% to 75% by 2023-</p>

			Parent participation and involvement from 33% to 75% by 2023
Improve learning outcomes for all students	Yes	NAPLAN increase the per cent in the top two bands in Year 5: <ul style="list-style-type: none"> <li>• reading from 8 per cent in 2019 to 25 per cent by 2023</li> <li>• writing from 0 per cent in 2019 to 25 per cent by 2023</li> <li>• numeracy from 0 per cent in 2019 to 25 per cent by 2023.</li> </ul>	NAPLAN increase the percentage in the top two bands in Year 5: Reading from 17% to 20% by 2023 Writing from 9% to 20% by 2023
		NAPLAN decrease the per cent of students in the bottom two bands in Year 5 in: <ul style="list-style-type: none"> <li>• reading from 42 per cent in 2019 to 25 per cent by 2023</li> <li>• writing from 58 per cent in 2019 to 25 per cent by 2023</li> <li>• numeracy from 33 per cent in 2019 to 25 per cent by 2023.</li> </ul>	
		NAPLAN benchmark growth increase the percentage of students at and above benchmark growth in: <ul style="list-style-type: none"> <li>• reading from 30 per cent in 2019 to 75 per cent by 2023</li> <li>• writing from 0 per cent in 2019 to 75 per cent by 2023</li> <li>• numeracy from 50 per cent in 2019 to 75 per cent by 2023.</li> </ul>	NAPLAN benchmark growth increase the percentage of students at and above benchmark growth in: Reading to 50% by 2023 Writing to 50% by 2023
		Increase the per cent of P-6 students achieving at or above the expected level according to teacher judgment in: <ul style="list-style-type: none"> <li>• reading and viewing from 85 per cent in 2019 to 90 per cent by 2023</li> <li>• writing from 84 per cent in 2019 to 90 per cent by 2023</li> <li>• number and algebra from 85 per cent in 2019 to 90 per cent by 2023.</li> </ul>	Increase the percentage of P-6 students achieving at or above the expected level according to teacher judgement in: Reading and Viewing from 69% to 75% by 2023 Writing from 78% to 85% by 2023
		Staff Opinion Survey increase the per cent of positive endorsement in: <ul style="list-style-type: none"> <li>• Academic emphasis from 54 per cent in 2019 to 75 per cent by 2023</li> </ul>	Staff Opinion Survey increase the percentage of positive endorsement in: Academic emphasis from 44% to 65% by 2023 Collective efficacy from 47% to 75% by 2023

		<ul style="list-style-type: none"> <li>• Collective efficacy from 61 per cent in 2019 to 75 per cent by 2023</li> <li>• Guaranteed and viable curriculum from 42 per cent in 2019 to 75 per cent by 2023.</li> </ul>	
Improve student engagement in learning	No	Attendance –  Reduce the per cent of students with 20+ days absent from 37 in 2019 to 20 by 2023  Reduce average days absent per FTE from 20.1 in 2019 to 16 by 2023	
		Staff Opinion Survey increase the per cent of positive endorsement in: <ul style="list-style-type: none"> <li>• Parent and community involvement from 69 per cent in 2019 to 75 per cent by 2023</li> <li>• Trust in students and parents from 43 per cent in 2019 to 75 per cent by 2023.</li> </ul>	
		Students Attitudes to School survey increase the per cent of positive endorsement in: <ul style="list-style-type: none"> <li>• Stimulated learning from 70 per cent in 2019 to 80 per cent by 2023</li> <li>• Sense of confidence from 70 per cent in 2019 to 80 per cent by 2023</li> <li>• Student voice and agency from 65 per cent in 2019 to 80 per cent by 2023</li> <li>• Differentiated learning challenge from 77 per cent in 2019 to 80 per cent by 2023.</li> </ul>	

		Parent Opinion Survey increase the per cent of positive endorsement in: <ul style="list-style-type: none"> <li>• Student motivation from 75 per cent in 2019 to 85 per cent by 2023</li> <li>• Parent participation and involvement from 75 per cent in 2019 to 85 per cent by 2023.</li> </ul>	
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<b>Goal 1</b>	<b>2023 Priorities Goal</b> <b>In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</b>
<b>12 Month Target 1.1</b>	<p><b>NAPLAN</b></p> <ul style="list-style-type: none"> <li>- Maintain the percentage of students in the TTB in Year 5 Numeracy at 30% in 2023</li> <li>- Increase percentage of students in the TTB in Year 3 in Numeracy from 23% to 30% in 2023</li> </ul> <p><b>Teacher Judgement</b></p> <p>Increase the percentage of P-6 students achieving at or above the expected level according to teacher judgement in:</p> <ul style="list-style-type: none"> <li>- Number and algebra from from 73% to 80% by 2023</li> </ul> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>- Reduce the percentage of students with 20+ days absent from 48% to 30% by 2023</li> <li>- Reduce average days absent per FTE from 33.1 to 19 by 2023</li> </ul> <p><b>Staff Opinion Survey</b></p> <p>Increase the percentage of positive endorsement in:</p> <ul style="list-style-type: none"> <li>- Parent and community involvement from 50% to 75% by 2023</li> <li>- Trust in students and parents from 37% to 50% by 2023</li> </ul> <p><b>Students Attitudes to School Survey</b></p> <p>Increase the percentage of positive endorsement in:</p> <ul style="list-style-type: none"> <li>- Sense of confidence from 62% to 80% by 2023</li> <li>- Student voice and agency from 56% to 75% by 2023</li> </ul> <p>Maintain the percentage of positive endorsement in:</p> <ul style="list-style-type: none"> <li>- Stimulated learning at 86% in 2023</li> </ul>

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<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	
<b>Goal 2</b>	<b>Improve learning outcomes for all students</b>	
<b>12 Month Target 2.1</b>	<p>NAPLAN increase the percentage in the top two bands in Year 5:</p> <p>Reading from 17% to 20% by 2023 Writing from 9% to 20% by 2023</p>	
<b>12 Month Target 2.2</b>		

<b>12 Month Target 2.3</b>	NAPLAN benchmark growth increase the percentage of students at and above benchmark growth in:  Reading to 50% by 2023 Writing to 50% by 2023	
<b>12 Month Target 2.4</b>	Increase the percentage of P-6 students achieving at or above the expected level according to teacher judgement in:  Reading and Viewing from 69% to 75% by 2023 Writing from 78% to 85% by 2023	
<b>12 Month Target 2.5</b>	Staff Opinion Survey increase the percentage of positive endorsement in:  Academic emphasis from 44% to 65% by 2023 Collective efficacy from 47% to 75% by 2023	
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?	
<b>KIS 2.a</b> Curriculum planning and assessment	Embed curriculum planning and implementation practices to engage and challenge all students	No
<b>KIS 2.a</b> Curriculum planning and assessment	Embed curriculum planning and implementation practices to engage and challenge all students	No
<b>KIS 2.b</b> Curriculum planning and assessment	Implement a whole school, evidence based instructional model incorporating high impact teaching strategies underpinned by a pedagogical model	Yes
<b>KIS 2.c</b> Evaluating impact on learning	Develop the capacity of all teachers to regularly collect, analyse and evaluate student learning growth to inform teaching and learning	No
<b>KIS 2.d</b> Building practice excellence	Enhance teacher practice through the implementation of Professional Learning Communities	No

<b>KIS 2.e</b> Instructional and shared leadership	Develop the instructional leadership capacity within the school	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	In 2023 our focus is on embedding strategies and really honing in on the areas for improvement with a renewed drive to ensure we can achieve our SSP targets by 2024. COVID impacted on progress throughout 2021/2022, therefore practices and instructional models have not been fully embedded.	

## Define Actions, Outcomes and Activities

<p><b>Goal 1</b></p>	<p><b>2023 Priorities Goal</b>            In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
<p><b>12 Month Target 1.1</b></p>	<p>NAPLAN            - Maintain the percentage of students in the TTB in Year 5 Numeracy at 30% in 2023            - Increase percentage of students in the TTB in Year 3 in Numeracy from 23% to 30% in 2023</p> <p>Teacher Judgement            Increase the percentage of P-6 students achieving at or above the expected level according to teacher judgement in:            - Number and algebra from from 73% to 80% by 2023</p> <p>Attendance            - Reduce the percentage of students with 20+ days absent from 48% to 30% by 2023            - Reduce average days absent per FTE from 33.1 to 19 by 2023</p> <p>Staff Opinion Survey            Increase the percentage of positive endorsement in:            - Parent and community involvement from 50% to 75% by 2023            - Trust in students and parents from 37% to 50% by 2023</p> <p>Students Attitudes to School Survey            Increase the percentage of positive endorsement in:            - Sense of confidence from 62% to 80% by 2023            - Student voice and agency from 56% to 75% by 2023            Maintain the percentage of positive endorsement in:            - Stimulated learning at 86% in 2023            - Differentiated learning challenge at 84% in 2023</p> <p>Parent Opinion Survey            Increase the percentage of positive endorsement in:            - Student motivation from 50% to 75% by 2023            - Parent participation and involvement from 33% to 75% by 2023</p>



<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy			
<b>Actions</b>	Develop a school-wide numeracy strategy Embed PLC structures to support teacher collaboration and strengthen teaching practice			
<b>Outcomes</b>	Students will know how lessons are structured and how this supports their learning Students will be supported to learn at point of need Students will report higher levels of confidence with numeracy skills Teachers will be supported in consistently implementing high impact teaching strategies through the instructional model Teachers will confidently and accurately identify student learning needs of all of their students Teachers will work as a collaborative PLC to engage in reflective practice, evaluate and plan curriculum, assessments, lessons			
<b>Success Indicators</b>	Early indicators: Student feedback on differentiation, the instructional model, and use of common strategies Student engagement and participation in learning Teachers' formative assessment data and summative judgements against the curriculum Teacher records and observations of student progress A documented assessment schedule and evidence of teachers inputting data and moderating assessments Classroom observations and learning walks demonstrating use of strategies from professional learning Differentiated curriculum documents and evidence of student learning at different levels PLC meeting minutes Regular SIT meetings and minutes TLI data and documentation  Late indicators: Semester 2 teacher judgements Post-test results from assessments from sources such as PAT Students, staff and parent perception survey results NAPLAN results e.g. top two bands			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>

<p>Numeracy specialist provided time release from classroom to coach and mentor all staff and embed high impact teaching strategies through the use of the instructional model</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Numeracy Leader</li> <li><input checked="" type="checkbox"/> Principal</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 1 to: Term 4</p>	<p>\$25,000.00</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul>
<p>Professional learning opportunities for all staff, including developing data literacy (unpacking and understanding data) to inform teaching, particularly in numeracy</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Numeracy Leader</li> <li><input checked="" type="checkbox"/> Principal</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul>
<p>Implementing whole school PLC approach to engage in reflective practice, evaluate and plan curriculum, assessments and lessons etc.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> Principal</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Equity funding will be used</li> </ul>

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop and implement a process for teacher observation and feedback (learning walks)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Continuation of TLI - tutoring students who need it most in numeracy, focus on selection and monitoring student progress for both support and extension	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Embed maths continuum for all staff to follow consistent approach to covering the curriculum, and supporting point of need teaching	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	Establish a whole school approach to physical/social/ emotional/cultural/civic wellbeing Plan how whole school professional learning on chosen areas (trauma informed practice and Disability Inclusion) will be implemented and revisited throughout the year			
<b>Outcomes</b>	Students will feel supported and engaged in classrooms and contribute to a strong classroom culture At-risk students will be identified and receive targeted support in a timely manner Students will have strong relationships with peers/staff Teachers will develop their understanding of trauma informed practices in classes and in planning units of work Teachers will implement and model consistent routines Teachers and leaders will integrate physical, social, emotional, cultural and civic wellbeing learning into school practice, policies and programs			
<b>Success Indicators</b>	Early indicators: Observations of changes to classroom practices			

	<p>Students' engagement in wellbeing programs (e.g. Drumbeat, CAST)  Documentation and implementation of RRRR  Internal and external professional learning attendance and shared readings for staff are documented  Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns  Data used to identify students in need of targeted support  Student/staff/parent/carer/kin support groups and conferences</p> <p>Late indicators:  Students, staff and parent perception survey results  Attendance data  Health and wellbeing data available on Compass</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Implementation and embedding RRRR curriculum; and engaging as a partner school with Respectful Relationships	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Continued engagement with Chaplaincy program for targeted support of identified students and cohorts	<input checked="" type="checkbox"/> Allied Health	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00  <input checked="" type="checkbox"/> Equity funding will be used

				<input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Continued implementation and monitoring of whole school engagement, attendance and social-emotional programs, such as SAKG, lunch orders, Drumbeat, CAST, DASH, Bulldogs Read and clubs	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$80,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Continuation of SSGs for required and vulnerable students, monitoring and improving IEPs for these students	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Disability Inclusion role established through LS appointment - developing staff strategies and knowledge in DI	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Engagement of Take Two Trauma Informed Care Professional Learning for all staff and utilising strategies and knowledge across the school	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review school values to build community engagement and ensure student voice and participation in embedding living values across the school	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> School Leadership Team		to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Continue to refine whole school rewards program and behaviour flowchart using reviewed values	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Further refine student leadership - introduction of student leadership meetings and junior school council led by captains, empowering student leaders to share journey in the newsletter	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used



				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Development of Koorie Curriculum Champion role; develop and implement draft Reconciliation Action Plan and connection to Country and culture activities for students and community	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00  <input checked="" type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<b>Goal 2</b>	Improve learning outcomes for all students			
<b>12 Month Target 2.1</b>	NAPLAN increase the percentage in the top two bands in Year 5:  Reading from 17% to 20% by 2023 Writing from 9% to 20% by 2023			
<b>12 Month Target 2.2</b>				
<b>12 Month Target 2.3</b>	NAPLAN benchmark growth increase the percentage of students at and above benchmark growth in:  Reading to 50% by 2023			

	Writing to 50% by 2023
<b>12 Month Target 2.4</b>	Increase the percentage of P-6 students achieving at or above the expected level according to teacher judgement in:  Reading and Viewing from 69% to 75% by 2023 Writing from 78% to 85% by 2023
<b>12 Month Target 2.5</b>	Staff Opinion Survey increase the percentage of positive endorsement in:  Academic emphasis from 44% to 65% by 2023 Collective efficacy from 47% to 75% by 2023
<b>KIS 2.b</b> Curriculum planning and assessment	Implement a whole school, evidence based instructional model incorporating high impact teaching strategies underpinned by a pedagogical model
<b>Actions</b>	Develop a school-wide literacy instructional model, with a focus on implementing a school approach to synthetic phonics
<b>Outcomes</b>	Students will know how lessons are structured and how this supports their learning Students will be supported to learn at point of need Students in need of targeted academic support or intervention will be identified and supported Teachers and Education Support staff will establish intervention/small group tutoring programs Teachers will consistently implement the agreed instructional model and phonics program PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons Education Support staff provide high quality support to teachers and students in the classroom
<b>Success Indicators</b>	Early indicators: Teachers' formative assessment data and summative judgements against the curriculum Teacher records and observations of student progress Classroom observations and learning walks demonstrating use of strategies from professional learning Documentation and data from formative assessments A documented assessment schedule and evidence of teachers inputting data and moderating assessments Progress against Individual Education Plans Assessment data and student surveys from intervention groups

	PLC meeting minutes  Late indicators: Students, staff and parent perception survey results NAPLAN results e.g. top two bands Semester 2 teacher judgements Post-test results from assessments from sources such as PAT			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Implement whole school approach to synthetic phonics teaching (use of Bug Club Phonics resources and teaching sequence)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Work with local partner school(s) in Professional Learning opportunities, discussions and learning walks relating to the Science of Reading and literacy block structure	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00  <input checked="" type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items

				will be used which may include DET funded or free items
Continue literacy intervention support (MultiLit and LLI)	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
PLCs to engage in reflective practice and share, discuss and monitor progress of P-2 students engaging in systematic synthetic phonics program.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop and implement an agreed best practice instructional model for Literacy	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1	\$5,000.00

	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal		to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review and monitor assessment benchmarking practices to ensure consistency across year levels	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Reduce class sizes and ensure Education Support in all classrooms	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$52,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
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# Funding Planner

## Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$241,778.52	\$241,280.00	\$498.52
Disability Inclusion Tier 2 Funding	\$90,552.53	\$90,552.53	\$0.00
Schools Mental Health Fund and Menu	\$30,647.38	\$30,647.38	\$0.00
<b>Total</b>	<b>\$362,978.43</b>	<b>\$362,479.91</b>	<b>\$498.52</b>

## Activities and Milestones – Total Budget

Activities and Milestones	Budget
Numeracy specialist provided time release from classroom to coach and mentor all staff and embed high impact teaching strategies through the use of the instructional model	\$25,000.00
Professional learning opportunities for all staff, including developing data literacy (unpacking and understanding data) to inform teaching, particularly in numeracy	\$5,000.00
Implementing whole school PLC approach to engage in reflective practice, evaluate and plan curriculum, assessments and lessons etc.	\$5,000.00
Develop and implement a process for teacher observation and feedback (learning walks)	\$5,000.00
Continuation of TLI - tutoring students who need it most in numeracy, focus on selection and monitoring student progress for both support and extension	\$40,000.00

Embed maths continuum for all staff to follow consistent approach to covering the curriculum, and supporting point of need teaching	\$1,000.00
Implementation and embedding RRRR curriculum; and engaging as a partner school with Respectful Relationships	\$5,000.00
Continued engagement with Chaplaincy program for targeted support of identified students and cohorts	\$40,000.00
Continued implementation and monitoring of whole school engagement, attendance and social-emotional programs, such as SAKG, lunch orders, Drumbeat, CAST, DASH, Bulldogs Read and clubs	\$80,000.00
Continuation of SSGs for required and vulnerable students, monitoring and improving IEPs for these students	\$8,000.00
Disability Inclusion role established through LS appointment - developing staff strategies and knowledge in DI	\$5,000.00
Engagement of Take Two Trauma Informed Care Professional Learning for all staff and utilising strategies and knowledge across the school	\$15,000.00
Further refine student leadership - introduction of student leadership meetings and junior school council led by captains, empowering student leaders to share journey in the newsletter	\$3,000.00
Development of Koorie Curriculum Champion role; develop and implement draft Reconciliation Action Plan and connection to Country and culture activities for students and community	\$15,000.00
Implement whole school approach to synthetic phonics teaching (use of Bug Club Phonics resources and teaching sequence)	\$5,000.00
Work with local partner school(s) in Professional Learning opportunities, discussions and learning walks relating to the Science of Reading and literacy block structure	\$4,000.00



Continue literacy intervention support (MultiLit and LLI)	\$50,000.00
Develop and implement an agreed best practice instructional model for Literacy	\$5,000.00
Reduce class sizes and ensure Education Support in all classrooms	\$52,000.00
<b>Totals</b>	<b>\$368,000.00</b>

## Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Numeracy specialist provided time release from classroom to coach and mentor all staff and embed high impact teaching strategies through the use of the instructional model	from: Term 1 to: Term 4	\$25,000.00	<input checked="" type="checkbox"/> School-based staffing
Professional learning opportunities for all staff, including developing data literacy (unpacking and understanding data) to inform teaching, particularly in numeracy	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Implementing whole school PLC approach to engage in reflective practice, evaluate and plan curriculum, assessments and lessons etc.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Develop and implement a process for teacher observation and feedback (learning walks)	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT

Continuation of TLI - tutoring students who need it most in numeracy, focus on selection and monitoring student progress for both support and extension	from: Term 1 to: Term 4	\$40,000.00	<input checked="" type="checkbox"/> School-based staffing
Embed maths continuum for all staff to follow consistent approach to covering the curriculum, and supporting point of need teaching	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Continued engagement with Chaplaincy program for targeted support of identified students and cohorts	from: Term 1 to: Term 4	\$10,280.00	<input checked="" type="checkbox"/> School-based staffing
Continued implementation and monitoring of whole school engagement, attendance and social-emotional programs, such as SAKG, lunch orders, Drumbeat, CAST, DASH, Bulldogs Read and clubs	from: Term 1 to: Term 4	\$30,000.00	<input checked="" type="checkbox"/> School-based staffing
Continuation of SSGs for required and vulnerable students, monitoring and improving IEPs for these students	from: Term 1 to: Term 4	\$4,000.00	<input checked="" type="checkbox"/> CRT
Disability Inclusion role established through LS appointment - developing staff strategies and knowledge in DI	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> CRT
Further refine student leadership - introduction of student leadership meetings and junior school council led by captains, empowering student leaders to share journey in the newsletter	from: Term 1 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources

Development of Koorie Curriculum Champion role; develop and implement draft Reconciliation Action Plan and connection to Country and culture activities for students and community	from: Term 1 to: Term 4	\$15,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services
Implement whole school approach to synthetic phonics teaching (use of Bug Club Phonics resources and teaching sequence)	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Work with local partner school(s) in Professional Learning opportunities, discussions and learning walks relating to the Science of Reading and literacy block structure	from: Term 1 to: Term 4	\$4,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Continue literacy intervention support (MultiLit and LLI)	from: Term 1 to: Term 4	\$45,000.00	<input checked="" type="checkbox"/> School-based staffing
Develop and implement an agreed best practice instructional model for Literacy	from: Term 1 to: Term 4		
Reduce class sizes and ensure Education Support in all classrooms	from: Term 1 to: Term 4	\$42,000.00	<input checked="" type="checkbox"/> School-based staffing
<b>Totals</b>		\$241,280.00	

## Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Implementation and embedding RRRR curriculum; and engaging as a partner school with Respectful Relationships	from: Term 1 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>• Whole school</li> </ul> <input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> <li>• CRT (to attend Profile meetings)</li> </ul> <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>• Learning Specialist</li> </ul>
Continued engagement with Chaplaincy program for targeted support of identified students and cohorts	from: Term 1 to: Term 4	\$21,072.62	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>• Other Wellbeing leader / Chaplain</li> </ul>
Continued implementation and monitoring of whole school engagement, attendance and social-emotional programs, such as SAKG, lunch orders, Drumbeat, CAST, DASH, Bulldogs Read and clubs	from: Term 1 to: Term 4	\$50,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>•</li> </ul> <input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> <li>• Other SAKG cooking ingredients, equipment, utensils etc. Social-emotional program resources for CAST, Drumbeat, Clubs etc.</li> </ul>

Continuation of SSGs for required and vulnerable students, monitoring and improving IEPs for these students	from: Term 1 to: Term 4	\$4,000.00	<input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> <li>• CRT (to attend Profile meetings)</li> </ul> <input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>• Whole school</li> </ul>
Disability Inclusion role established through LS appointment - developing staff strategies and knowledge in DI	from: Term 1 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>• Learning Specialist</li> </ul>
Continue literacy intervention support (MultiLit and LLI)	from: Term 1 to: Term 4		
Reduce class sizes and ensure Education Support in all classrooms	from: Term 1 to: Term 4	\$9,479.91	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>• Education Support Staff</li> </ul>
<b>Totals</b>		\$90,552.53	

## Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
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Implementation and embedding RRRR curriculum; and engaging as a partner school with Respectful Relationships	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Respectful Relationships (free)  <b>This activity will use Mental Health Menu staffing</b> <ul style="list-style-type: none"> <li>○ Build staff capacity (conference, course, seminar)</li> <li>○ Employ CRT to release staff member</li> </ul>
Continued engagement with Chaplaincy program for targeted support of identified students and cohorts	from: Term 1 to: Term 4	\$13,647.38	<input checked="" type="checkbox"/> Employ Mental Health Staff to provide Tier 3 support for students
Engagement of Take Two Trauma Informed Care Professional Learning for all staff and utilising strategies and knowledge across the school	from: Term 1 to: Term 4	\$15,000.00	<input checked="" type="checkbox"/> Take Two: Trauma-informed CaRE (Berry Street)  <b>This activity will use Mental Health Menu programs</b> <ul style="list-style-type: none"> <li>○ Program delivered in school by external service provider</li> <li>○ Build staff capacity (conference, course, seminar)</li> </ul>
<b>Totals</b>		\$30,647.38	

### Additional Funding Planner – Total Budget

Activities and Milestones	Budget
<b>Totals</b>	\$0.00

### Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Numeracy specialist provided time release from classroom to coach and mentor all staff and embed high impact teaching strategies through the use of the instructional model	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Numeracy Leader</li> <li><input checked="" type="checkbox"/> Principal</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Peer observation including feedback and reflection</li> <li><input checked="" type="checkbox"/> Demonstration lessons</li> </ul>	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Primary Mathematics and Science specialists</li> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Departmental resources</li> </ul> <p>Numeracy Toolkit MOI</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)</li> <li><input checked="" type="checkbox"/> Numeracy leader</li> </ul>	<input checked="" type="checkbox"/> On-site
Professional learning opportunities for all staff, including developing data literacy (unpacking and understanding data) to inform teaching, particularly in numeracy	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Numeracy Leader</li> <li><input checked="" type="checkbox"/> Principal</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Moderated assessment of student learning</li> <li><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Primary Mathematics and Science specialists</li> <li><input checked="" type="checkbox"/> Learning Specialist</li> <li><input checked="" type="checkbox"/> Numeracy leader</li> </ul>	<input checked="" type="checkbox"/> On-site
Implementing whole school PLC approach to engage in reflective practice, evaluate and plan curriculum, assessments and lessons etc.	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> Principal</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team</li> <li><input checked="" type="checkbox"/> Formalised PLC/PLTs</li> </ul>	<input checked="" type="checkbox"/> PLC/PLT Meeting	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLC Initiative</li> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Learning Specialist</li> <li><input checked="" type="checkbox"/> Departmental resources</li> </ul>	<input checked="" type="checkbox"/> On-site



					PLC training documentation and coaching	
Develop and implement a process for teacher observation and feedback (learning walks)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Peer Observations Guide <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Embed maths continuum for all staff to follow consistent approach to covering the curriculum, and supporting point of need teaching	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Implementation and embedding RRRR curriculum; and engaging as a partner school with Respectful Relationships	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Departmental resources RRRR Curriculum RR support from Region	<input checked="" type="checkbox"/> On-site
Continuation of SSGs for required and vulnerable students, monitoring and	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Departmental resources	<input checked="" type="checkbox"/> On-site

improving IEPs for these students				<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	Paula Sprague - IEP professional learning support <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
Disability Inclusion role established through LS appointment - developing staff strategies and knowledge in DI	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources Disability Inclusion resources and professional learning opportunities	<input checked="" type="checkbox"/> Off-site Network Professional Learning - CHCN
Engagement of Take Two Trauma Informed Care Professional Learning for all staff and utilising strategies and knowledge across the school	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Take Two (Berry Street)	<input checked="" type="checkbox"/> On-site
Implement whole school approach to synthetic phonics teaching (use of Bug Club Phonics resources and teaching sequence)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants Pearson	<input checked="" type="checkbox"/> On-site
Work with local partner school(s) in Professional Learning opportunities, discussions and learning	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> Off-site

walks relating to the Science of Reading and literacy block structure	<input checked="" type="checkbox"/> Teacher(s)		<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	Visiting partner school
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